DOCUMENT RESUME

ED 294 300 EA 019 943

AUTHOR	Allen, Tom
TITLE	Performance Contracting.
PUB DATE	Nov 87
NOTE	22p.; Paper presented at the Annual Meeting of the Illinois Association of School Boards (Chicago, IL, November 20-21, 1987). Document contains some faint and broken print.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (120) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Evaluation; Administrator Responsibility; Educational Environment; *Educational Improvement; Educational Objectives; Elementary Secondary Education; Formative Evaluation; *Instructional Leadership; *Management by Objectives; *Performance Contracts; School Effectiveness
IDENTIFIERS	*Minooka Consolidated School District 201 IL

ABSTRACT

The management team at Minooka (Illinois) School District 201 is actively pursuing school improvement measures by establishing Performance Contracts to increase productivity. The format of the Performance Contract highlights yearly short-term and long-term goals, which are presented in the form of Job Improvement Targets stating the goal itself, a statement of objectives, the expected results, the means for monitoring, and a step-by-step action plan. This document describes the eight steps of the cyclical Performance Contracting process: (1) administrative data analysis; (2) identification of organizational values; (3) preliminary "sensing" of district objectives; (4) profile judgments; (5) performance evaluations; (6) synthesis of profile of evaluations; (7) possibilities and constraints; and (8) performance contract. Appended are highlights of the process from 1987-1988, a sample performance contract, various charts from the presentation, and a list of school practices based on the following school correlates: positive school climate, instructional leadership, monitoring for curriculum planning, high expectations, positive home/school relations, and emphasis on academic and basic skills. (TE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294300

PERFORMANCE CONTRACTING

Tom Allen, Superintendent
Minooka School District #201
Minooka, Illinois

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Tom Allen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA019943

Presented at the Annual Meeting of the Illinois School Board Association, Chicago, Illinois, November 21-22, 1987.

BEST COPY AVAILABLE

Performance Contracting

by Tom Allen, Superintendent

Today, management in education is viewed differently. Many reports, as well as group spokespersons, are viewing management in terms of leadership teams concerned with the performance of people and the results of the organization. Terms like school-based, site-based, empowerment, and teacher leadership are relatively new concepts in educational literature. Regardless of this new organizational thrust, I believe that the impetus of school reform still lies with the superintendent and school board.

> What the management team does-particularly the superintendent-determines how successful a school district is going to be. A school board can establish goals and policies, monitor performance, develop staff talent, and balance the budget. But unless the board sees to it that the superintendent and the management team implement the principal elements of educational management (people, process, performance), the district has a slim chance of receiving the learning results it seeks.[1]

The management team at Minooka #201 is actively pursuing school improvement measures by establishing "Performance Contracts" to increase productivity. Throughout the schoolyear, the Minooka #201 Board of Education receives a variety of information about school practices in order to monitor performance and establish goals. This goal setting process usually takes place during the summer when school practices are analyzed in terms of strengths and weaknesses and agreements are drawn up between the Board of Education and the administrative staff. (See Exhibit #1). These agreements are called "Performance Contracts" and become a component of the administrative performance appraisal process.

The format of the Performance Contract (See Exhibit #2) highlights yearly short-term objectives and long-term goals. Perennial goal statements are also included as simple reminders for Board monitoring. The goals are presented in the form of Job Improvement Targets stating the goal itself, an objective statement, expected results, means for monitoring, and a step-by-step action plan. Stemming from the district mission, WE, IN DISTRICT #201, ARE STRIVING FOR EXCELLENCE BY BECOMING MORE EFFECTIVE AND EFFICIENT IN PROMOTING STUDENT GROWTH, the Performance Contracting process is cyclical involving eight steps (See Exhibit #3).

STEP ONE: ADMINISTRATIVE DATA ANALYSIS

At the onset of each schoolyear, the management team prepares by taking steps to determine how the performance contract will be implemented. The team must

---

[1]Genck, F.H. and Klingenberg, A.J. Effective Schools through Effective Management, Illinois Association of School Boards. Springfield, Il., 1978, p. 28.

consider who will be involved, timelines, monitoring procedures, and measurement outcomes. At administrative cabinet meetings, principals and the superintendent determine what information will be provided to other staff members as well as to lay committee members for orientation sessions and informal gatherings. The success of this initial developmental stage rests on the total support of the administrative team working together towards a common goal.

Besides disseminating information to staff and committee members, the management team reviews the factors that influence organizational practices. (See Exhibit #4). This review is important because of the impact this study has on all phases of the planning process. One of these factors is the study of demographics.

> Demographics provides a truly new perception of educational systems as people in motion. By knowing the nature of those coming into first grade in the U.S., one can forecast with some precision what the cohort of graduating high school seniors will be like twelve years later, and can reveal with very little error what the entering college class will look like in the 13th year. Imagine economists predicting the Dow-Jones 13 years ahead![2]

STEP TWO: IDENTIFICATION OF ORGANIZATIONAL VALUES

After the management team shares components of the performance contract with staff members and lay committee members, efforts to examine organizational values commence in September and continue throughout the schoolyear. Principal advisory and grade level team meetings provide valuable input as team members collaborate at the building level about school practices. Open houses are provided by our Parent Teacher Organization and a number of committee groups meet in order to dialogue and monitor organizational development. These committees range from school climate, discipline, to school improvement. (See Exhibit #5, #6). Additional input is gathered at staff meetings as well as individual informal discussions. (An emphasis on person-to-person communications is highly encouraged. Since we are experimenting with the concepts of Type Theory as a potential staff development activity, we are hopeful that communications will improve. In turn, student achievement will increase).

Further alternatives are used to identify organizational values. Through the recommendations of the school climate committee, we administered the climate survey in October as compared to May last year. This objective measure allows us to ascertain some important staff feedback and system analysis. (See Exhibit #7).

---

[2]Hodgkinson, L.H. "All One System: Demographics of Education-Kindergarten Through Graduate School", Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036, p. 1.

Other alternatives include community and staff needs assessment surveys, written memorandums, staff development surveys, teacher-led rap sessions, policy development, community awareness sessions, Board/teacher meet and confer sessions, and superintendent sponsored open forum question-and-feedback meetings.

This developmental phase is very significant in the planning process because any differences in values, philosophies, and assumptions which may cause obstacles in moving forward can be identified.

STEP THREE: PRELIMINARY "SENSING" OF DISTRICT OBJECTIVES

Three major questions govern the study of this phase:

1. What business are you in?
2. How is business going?
3. How do you know?

These basic questions are the same that Peters and Waterman found in successful companies[3] and help construct the district's mission statement. Based upon these questions, many administrative cabinet meeting issues focus on product outcomes. The answers to these issues are influenced by the information that is collected at grade level and departmental meetings, curriculum meetings, staff meetings, teacher leader rap sessions, lay committee meetings, and formative evaluations. As performance is monitored, different opportunities to increase organizational effectiveness emerge. This analysis allows team members to identify and prioritize school practices (See Exhibit B) and promote staff development activities to meet individual and organizational needs.

STEP FOUR: PROFILE JUDGMENTS

Based upon the preliminary "sensing" of district objectives, more formative steps are taken to develop a profile. The district objectives will be challenged in context of what the district should do, how these should be measured, and what will be done to achieve these objectives. Although the district is governed by a bargaining agreement, the Board of Directors have agreed to meet individually with the teachers to share perceptions about school practices. Further steps are taken to gather information about the school climate survey. Although the climate survey identified organizational values by the data that is presented on the computer printout sheets, an effort is now made to determine the meaning of the responses through individual dialogue.

---

[3]Peters, T.J. and Waterman, R.H. In Search of Excellence. Harper and Row, New York, 1982.

A most significant practice that provides judgmental feedback is through the performance appraisal process where teachers and administrators receive coaching. Because the district has established specific criteria for performance, this feedback is valuable in two significant ways: (1) It helps guide staff members to achieve district expectations and, (2) It helps determine how well staff development is changing behavior to meet district standards.

STEP FIVE: PERFORMANCE EVALUATIONS

Between the months of February through April, the summative process concerning employee performance occurs. All middle-level managers will receive their performance feedback by February 15. This feedback encompasses their job expectations as well as last year's performance contract obligations. The Board of Education will have completed a self-assessment, all educational support personnel will be evaluated, and a number of teachers will be involved in job targeting. The Board of Education will also conduct an evaluation of the school superintendent. Besides these activities, all students will be involved in district-wide testing.

This phase of the process will identify which aspects of the school district need improvement. Since all staff and building level input is due by March 15 for the upcoming budget, additional review of regulatory, environmental, political, social, economic, and technological studies is conducted. This additional data provides valuable information in setting priorities towards financial planning. It is utmost that accurate, reliable, and valid information is collected and shared with all staff members. To do so means that supervisors are honest and willing to inform other staff members of their strengths and weaknesses and continue to emphasize the district's mission.

STEP SIX: SYNTHESIS OF PROFILE OF EVALUATIONS

Once the data has been compiled and completed by April, the Board of Education can compare their findings to what was originally established in the performance contract at the onset of the schoolyear. If there is substantial discrepancy between the goals and the district's capacity to achieve them, a renewal of the same goals may be incorporated in the upcoming agreeements. Although district practice continues, this synthesis becomes the real proof of organizational growth.

STEP SEVEN: POSSIBILITIES AND CONSTRAINTS

Once the results and inputs have been carefully studied, the effort to weigh possibilities for goal setting occurs. The Board will develop plans that are based on factors that affect the organization including several alternatives for each objective. These alternatives will identify key indicators that may trigger an awareness to re-examine a strategy that is currently being followed. For example, if administrative breakfasts do not influence the school climate, then perhaps additional release time for planning may. In monitoring the strategy to improve school climate, the Board may implement a change or modify a strategy. Depending upon their findings, the Board may also take no action and leave the same strategy remain.

STEP EIGHT: PERFORMANCE CONTRACT

By June 15, district goals will be established. Once these goals are established, the Board initiates the formal process of developing new performance contracts and anticipates agreements to be completed during August before the schoolyear commences. The agreement will be submitted to the Board with plans-of-action for their review and acceptance. The contract must be understood and agreed to by all parties. Job Improvement targets will be established and included in the administrative evaluation process. Once completed, the implementation of the contract begins at Step One of the cycle.

SUMMARY

The concept of performance contracting assures that Boards of Education, administrative and staff personnel are truly meeting their obligation as professional educators. With all of the criticism that educators have received from legislators and the public, this concept could subside any further negativism and perhaps even upgrade the status of this profession. Moreso, this may allow educators to control their own destiny.

> Yet some schools are performing well in spite of these circumstances. Districts and schools are functioning successfully, in every kind of community....They have created a more participative and humane process of management that emphasizes performance and results as well as people and relationships....They evaluate performance, using information wherever possible, even in a field like education that sometimes defies quantitative indicators.[4]

---

[4]Genck, F.H. Improving School Performance. Praeger Publishers, New York, New York, 1983, p. 4.

HIGHLIGHTS FOR 1987-88

Sept.	1	Administrative team meeting
	4	86-7 Job Targets completed
		Performance Contracts completed
	14	Evaluation Committee meets at (3:30 p.m.)
	15	School Improvement Committee meets (7:00 p.m.)
	16	Jr. High Open House
	17	Elementary Open House
	21	ERS Briefing Session
	23-5	TYPE & MGR. DEVELOPMENT TRAINING
	30	Energy Conservation Grant Application
Oct.	9	Adm. team meeting
	15	Finalize Leadership Workshop
	20	Meet the Candidates
	23	1st nine week period ends
	27	Early Release
	28	Late Start
Nov.	2	Finalize IASB presentation
	3	Adm. team meeting
		ELECTION DAY
	5-6	Parent-Teacher Conferences (tentative)
	16	Board Orientation completed
	20-2	IASB Convention
	22	Minooka #201 administrators present at convention
		WE, in District #201, are striving for excellence by becoming more effective and efficient in promoting student growth.
		Movement towards school-based management/data-based
		Compilation of staff input
	25	Early Dismissal
Dec.	3-4	State Supervision & recognition evaluation
	8	Adm. team meeting
	14	School Improvement meeting (7:00 p.m.)
	22	Early Dismissal
	30	Last day for Annual Tax Levy
		THINK ABOUT YOUR PROCESS WITH EVALUATION ACTIVITIES AND PURCHASING INPUT DUE BY MARCH 1.
Jan.	4	Last day to report names of students who have left to ESR
	6	Teacher-Board meet and confer
	12	Adm. team meeting
	15	End of 1st semester
	27	Board Assessment
Feb.	2	Adm. team meeting
	8	School Improvement Committee
	11	Teacher Institute Day
	15	Administrator Summative (s) to be completed
	25	Early Dismissal
		Adm.- Transportation - Bus Driver meeting
		POLICY COMMITTEE NEEDS TO REVIEW POLICY BOOKS
		LONG RANGE PLAN IS IN PROCESS

WE, in District #201, are striving for excellence by becoming more effective and efficient in promoting student growth.

Mar.	1	Adm. team meeting Salaries/Employment Recommenndations due Staff & Program Analysis completed
	4	Teacher Institute at County level (In-House)
	12-5	ASCD National Convention
	15	All Teacher Summatives to be completed All Staff/Building Level Input for District Goals
	18	Late Start End of 3rd nine week period
	30-1	Parent-Teacher Conferences (tentative)

SUPT. EVALUATION TO BE COMPLETED BY APRIL BOARD MEETING

Apr.	12	Adm. team meeting
	15	Refine Planning Input
	18	School Improvement Committee (7:00 p.m.)
May	6	Early Dismissal
	9	Adm. team meeting
	15	District Goals are established
	25	Long Range Plan established
June	1	Adm. team meeting Proposed Budget Due
	3	Eighth Grade Graduation
	6	Teacher Institute day
	7	Report Card day
	15	District Goals are approved Long Range Plan adopted

START PLANNING FOR SCHOOLYEAR 88-89 AND MAINTAIN COPIES FOR THE FIRST DAY

July	15	All Mgr. Contracts are developed; Plans-of-Action written and Budget established for each goal
Aug.		Fine tune for opening of 88-89

We, in District #201, are striving for excellence by becoming more effective and efficient in promoting student growth.
Movement towards school-based management/data-based
Compilation of staff input

This in-house calendar is but a reminder of some significant targets that we will encounter during this schoolyear. I have not included many additional activities and realize the possibility of change.

Exhibit #2

Performance Contract

Subject: Individual goals for school year

IT IS AGREED, that the objectives listed below have been identified as my requisite goals for assisting in the achievement of the school district's mission.

IT IS AGREED, that through my commitment, with priorities and deadlines to the tasks that lay before me, I will endeavor to complete my goals to the best of my abilities.

Included in this PERFORMANCE CONTRACT are my individual objectives for this school year, the order of their importance, my plan of action accomplishing my goals, and review progress for evaluating my progress.

I. SHORT TERM GOALS

A.
B.
C.

II. LONG TERM GOALS

A.
B.
C.

III. PERENNIAL GOALS

A.
B.
C.

IT IS AGREED, that following the first, second, and third quarters of the school year, I will meet my immediate supervisor(s) to informally evaluate my progress about attaining my objectives for the school year.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names on dates as herinafter stated,

Dated_____ 19 _____ _____
Administrator

BOARD OF DIRECTORS: MINOOKA COMMUNITY SCHOOL DISTRICT #201

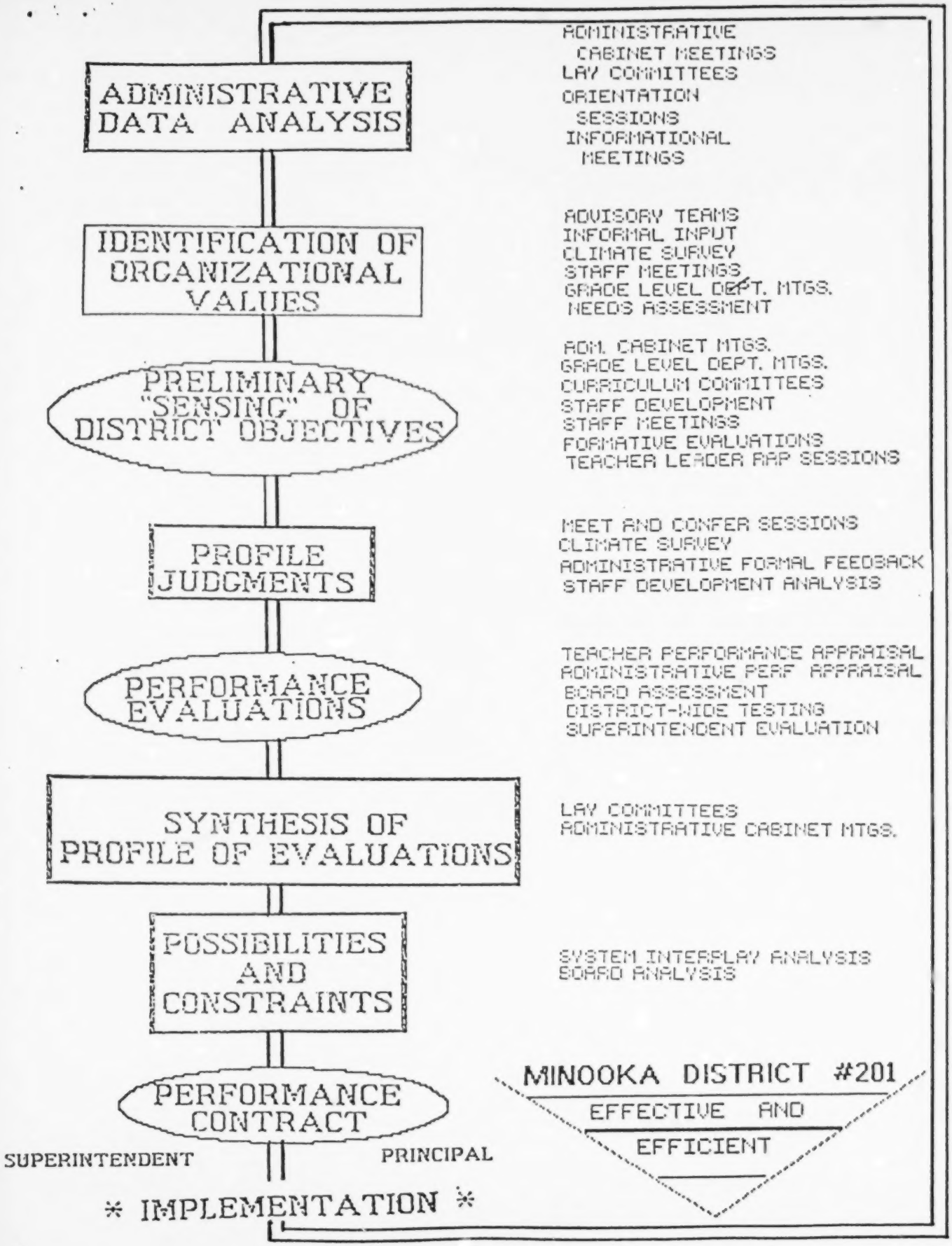
Dated_____19_____ _____
School Board President

JOB IMPROVEMENT TARGET(S)

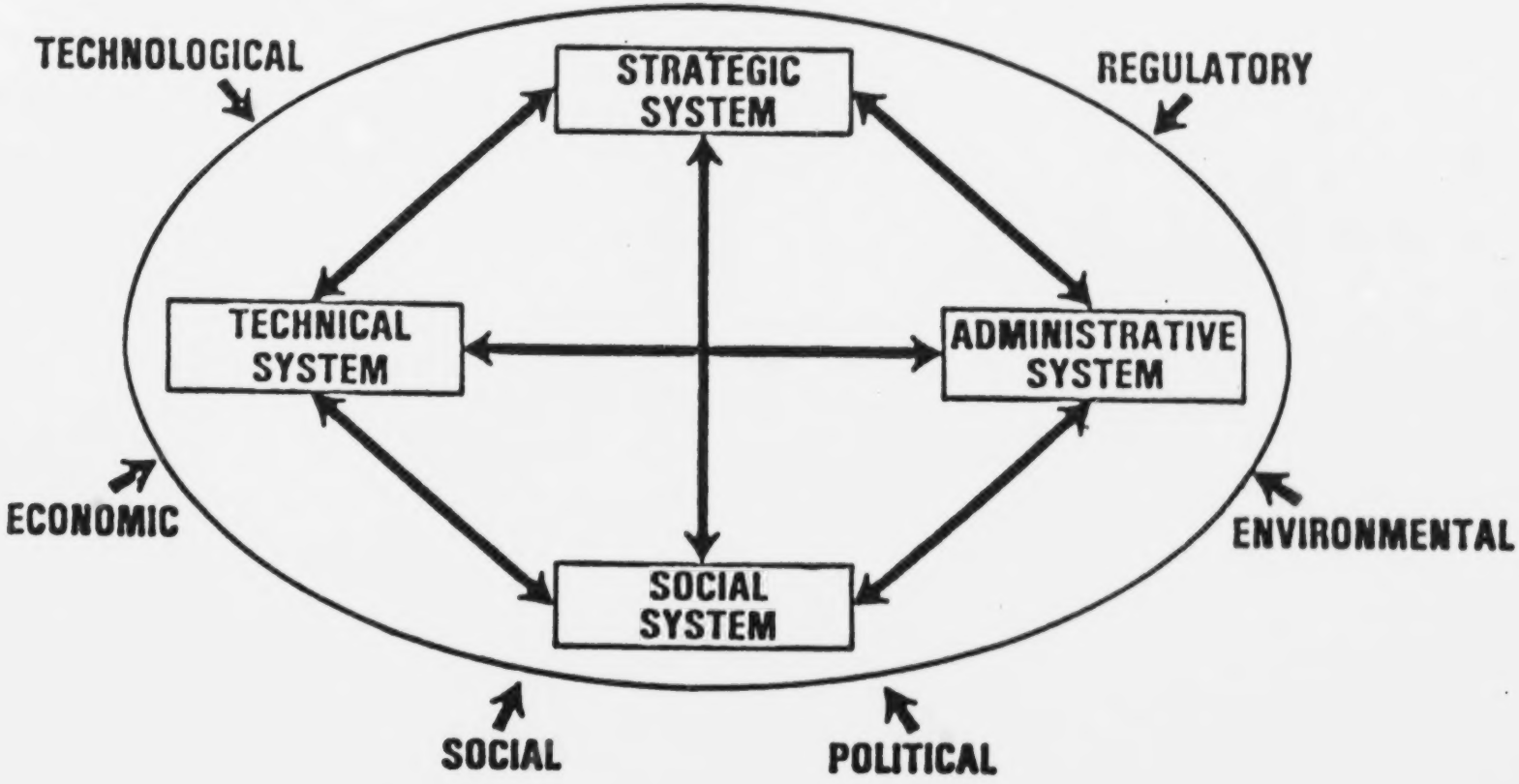
Goal	
Objective Statement	
Expected Results	
Monitoring and Evaluation	

Plan of Action for Achieving Objective:

Sequenced, Step-by-Step Action to Date	When to be done	Who is to do it	Date Achieved

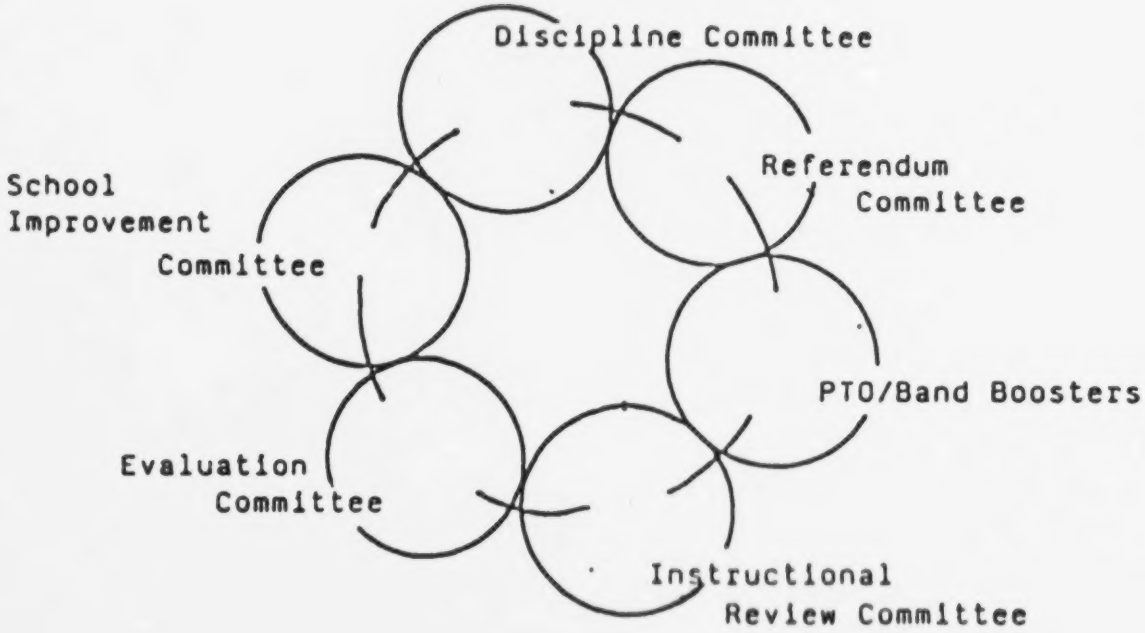

ADMINISTRATIVE DATA ANALYSIS
ADMINISTRATIVE CABINET MEETINGS
LAY COMMITTEES
ORIENTATION SESSIONS
INFORMATIONAL MEETINGS
IDENTIFICATION OF ORGANIZATIONAL VALUES
ADVISORY TEAMS
INFORMAL INPUT
CLIMATE SURVEY
STAFF MEETINGS
GRADE LEVEL DEPT. MTGS.
NEEDS ASSESSMENT
PRELIMINARY "SENSING" OF DISTRICT OBJECTIVES
ADM. CABINET MTGS.
GRADE LEVEL DEPT. MTGS.
CURRICULUM COMMITTEES
STAFF DEVELOPMENT
STAFF MEETINGS
FORMATIVE EVALUATIONS
TEACHER LEADER APP SESSIONS
PROFILE JUDGMENTS
MEET AND CONFER SESSIONS
CLIMATE SURVEY
ADMINISTRATIVE FORMAL FEEDBACK
STAFF DEVELOPMENT ANALYSIS
PERFORMANCE EVALUATIONS
TEACHER PERFORMANCE APPRAISAL
ADMINISTRATIVE PERF APPRAISAL
BOARD ASSESSMENT
DISTRICT-WIDE TESTING
SUPERINTENDENT EVALUATION
SYNTHESIS OF PROFILE OF EVALUATIONS
LAY COMMITTEES
ADMINISTRATIVE CABINET MTGS.
POSSIBILITIES AND CONSTRAINTS
SYSTEM INTERPLAY ANALYSIS
BOARD ANALYSIS
PERFORMANCE CONTRACT
SUPERINTENDENT
PRINCIPAL
* IMPLEMENTATION *
MINOOKA DISTRICT #201
EFFECTIVE AND
EFFICIENT

THE ORGANIZATION AS A SYSTEM



Uses by permission from the Center for Applications of Psychological Type, Inc.

Exhibit #5



SCHOOL - BASED MANAGER

Exhibit #6

SITE - BASED
MANAGER

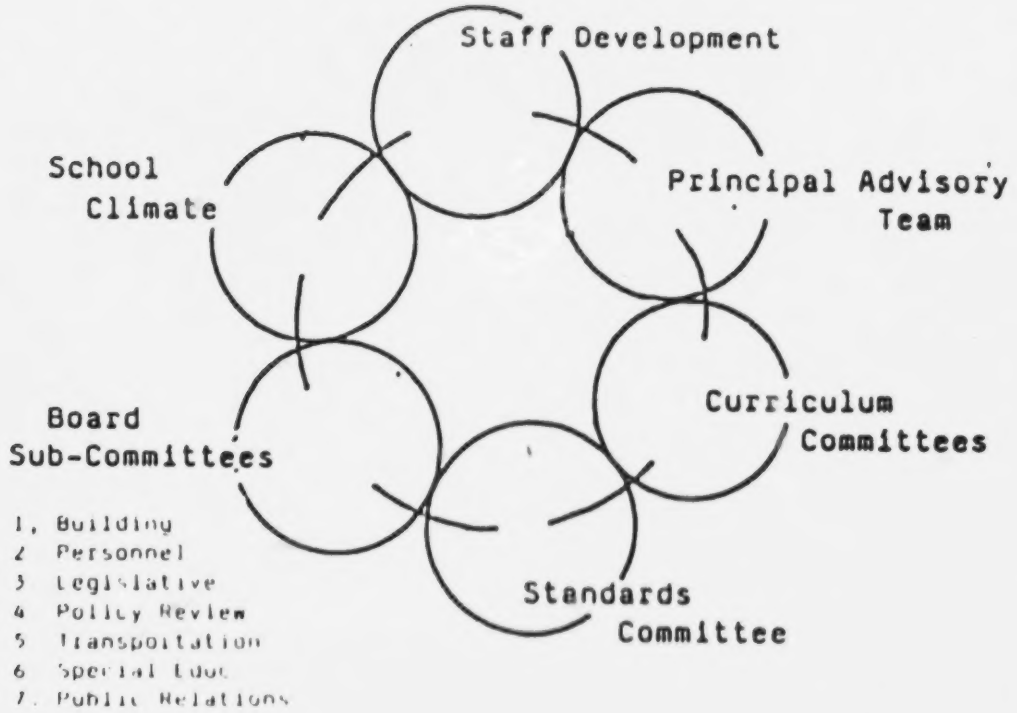


Exhibit #7

SCHOOL IMPROVEMENT MEASURES - DISTRICT

For School Years 1986 & 1987

CLIMATE MEASURES	1987 DISTRICT	1987 NATIONAL	1987 DIFF.	1986 DISTRICT	1986 NATIONAL	1986 DIFF
Goal Orientation	5.68	5.99	-.11	5.38	5.99	-.61
Espirit	5.57	5.66	-.09	5.42	6.03	-.59
Cohesiveness	5.35	5.52	-.17	4.98	5.38	-.40
Teacher Expectations	6.34	6.21	+.13	6.00	6.18	-.18
Administrator Dedication and Enthusiasm	6.42	6.10	+.32	5.60	6.40	-.80
Student Attitude	5.78	5.33	+.45	6.40	5.75	+.65
LEADERSHIP BEHAVIORS						
Supports Teachers	5.44	5.64	-.20	5.75	5.95	-.20
Evaluates Pupil Progress	4.71	4.85	-.14	4.50	5.27	-.77
Coordinates Instruction/Curriculum	4.88	4.84	+.04	4.25	5.15	-.90
Instructional/Curriculum Emphasis	4.86	4.57	+.29	3.83	5.00	-1.17
Learning Environment Provision	5.75	5.52	+.23	6.50	5.85	+.65

Scale Values = 1 2 3 4 5 6 7 8

Very Little — Some — Considerable — Very Great

School Practices Based on School Correlates

1. Positive School Climate

   Teacher/Led Rap Sessions
   School Climate Surveys
   Informal Input Gatherings
   Board/Teacher Meetings & Conferences
   Advisory Team Meetings
   Administrative Breakfasts
   Type Theory
   Reduced Student Day
   School Climate Committee
   Early Release/Late Starts
   Perfect Attendance Awards
   Supterintendent Open Forums

2. Instructional Leadership

   Peer Coaching & Modeling
   Administrative Training
   Staff Development Committee
   Board Sub Committees
   Strategic Planning-Performance Contracting
   Open Communication
   Job Targets
   Board Assessments
   Teacher Leader Roles
   Administrative Cabinet Meetings

3. Monitoring For Curriculum Planning

   Time Logging
   ERS Management Service
   Standardized Testing
   Pre/Post Testing
   Highlights
   Instructional Review Committee
   Performance Appraisal

4. High Expectations

   Standards Committee
   Mission Statement
   Grouping Changes
   Staff Development
   Job Targets
   District Accounting System
   Performance Appraisal Instruments
   Evaluation Committee
   Discipline Committee

School Practices Based on School Correlates

5. Positive Home/School Relations

Lay Committees/School Improvement
Community Recognition Plagues
Needs Assessment Surveys
Community Awareness Sessions
Referendum Committee
PTO/Band Boosters
Consulting
Newsletter

6. Emphasis on Academic and Basic Skills

K-8 Curriculum Articulation
Criterion-Reference Testing
Policy Development
Grade Level Meetings
Departmental Meetings